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ABSTRACT

One of the expressed aims of the Teacher Corps project is to encourage community members to develop their own potential for self-development. The present course on Community-Based Education (CBE) has been constructed with this goal in mind. The central issues of the course are presented in modularized format in an attempt to guide the first steps of corps members already committed to the task of stimulating projects of community development directly related to education. This guidebook, however, is not organized to provide information on the community per se; it is to suggest methods for the collection of such information and to help in the planning of strategies for decision-making and action. Methodologically, the course is addressed to coordinate the aims of the CBE component with the realities of community needs, priorities, and resources in the educational field, and to elucidate the role of the intern in this process. The modules in this manual are designed to shed light on the problems and prospects of community development in South Texas; they have also been sensitized to reflect the perceived needs of depressed rural communities in the Southwest. The main issues, however, derive from the fieldwork experiences of the interns of the Seventh Cycle in Crystal City, Texas and the communities of Zapata County, Texas. (Author/JM)

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SEVENTH CYCLE SOUTH TEXAS TEACHER CORPS
PROJECT FOR BILINGUAL TEACHER EDUCATION
OF TEXAS A&I UNIVERSITY AT LAREDO AND
ZAPATA COUNTY INDEPENDENT SCHOOL DISTRICT

COMMUNITY-BASED EDUCATION

A
TEACHER CORPS
MODULARIZED MANUAL
FOR
COMMUNITY DEVELOPMENT

UD 014 347

L.S. Berrios

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CONTENTS

	Introduction	1
I.	Rationale	6
II.	Goals	9
III.	Objectives	10
IV.	Strategies for Community Action	14
	A. Orientation to Community	15
	1. Demography	18
	2. Economy	20
	3. Short History	23
	4. Sociocultural Structures	25
	5. Political Structure	28
	6. Formal & Informal Institutions	31
	7. School-Community Relations	34
	B. Community Needs Assessment	37
	C. Determining Community Priorities	43
	D. Locating and Using Community Resources	47
	E. Methods for the Development of Community Projects	51
	F. Evaluation of Community Projects	56
V.	Evaluation of CBE	61
	Appendix	
	Daily Log Form	63
	Monthly Report Forms	64
	Levels of Community Involvement	66
VI.	Bibliography	67

COMMUNITY-BASED EDUCATION

INTRODUCTION

One of the expressed aims of the Teacher Corps project is to encourage community members to develop their own potential for self-development. The present course on Community-Based Education (CBE) has been constructed with this goal in mind. The central issues of the course are presented in modularized format in an attempt to guide the first steps of Corpsmembers already committed to the task of stimulating projects of community development directly related to education. This guidebook, however, is not organized to provide information on the community per se; it is to suggest methods for the collection of such information and to help in the planning of strategies for decision-making and action.

Methodologically, the course is addressed to coordinate the aims of the CBE component with the realities of community needs, priorities, and resources in the educational field, and to elucidate the role of the intern in this process. The modules in this manual are designed to shed light on the problems and prospects of community development in South Texas; they have also been sensitized to reflect the perceived needs of depressed rural communities in the Southwest. The main issues, however, derive from the fieldwork experiences of the interns of the Seventh Cycle in Crystal City, Texas, and the communities of Zapata County, Texas, served by our program.

People in the communities of Zapata, San Ygnacio, Lopeño, and Falcon are aware of their potential for self-development. Although these communities are depressed in the economic sense, they are very active in the cultural sense. They certainly want to get rid of poverty while retaining their cherised institutions and rich cultural traditions. Most people in these communities are highly motivated to solve their own problems. Some community residents, however, may not be able to articulate their concerns and translate them into concrete action. It is incumbent upon the Corpsmember to prepare the groundwork for the first steps to action. The citizens of these communities are familiar with the Teacher Corps project. During the first year of contact with the project, they have demonstrated enthusiasm in community activities and well-earned pride in their accomplishments, particularly in areas pertaining to the education of their children and in furthering their own education. Perhaps the best measure of our seccess in reaching the people is the fact that the Ninth Cycle Teacher Corps project has been requested by local initiative.

The course spells in detail the goals and objectives of the CBE component. To strengthen local initiative is the expression that summarizes such concerns. In effect, projects directed to serve the needs of the children, the school, and the community cannot proceed without the active community participation in their planning, implementation, corrective action, and evaluation. It will be necessary to review periodically community projects in order to gauge progress in the light of community desires, capabilities, and experiences. In this respect, growth is the word that invariably comes to mind.

The Corpsmember is a change-agent. That role requires a unique set of attitudes.

First, in our program, it entails a belief in people. The intern accepts people as they are. Respect is the key word. The patience and objectivity of the Corpsmember is often put into a test even in routine situations. It can never be emphasized enough that to develop sensitivity in relating to community residents and to get the "right" attitude is fundamental in reaching the people. Most community people invariably sense the intentions of the change-agent.

Second, a basic knowledge of the sociocultural structure of the community is necessary for effective action. This entails familiarity with the functions of the institutions and agencies serving the communities, identification of community leadership and existing resources, and a basic knowledge of the language and customs of the communities. This is particularly important for those interns who have different backgrounds (i.e., ethnic, social class, regional) from those of the people being served. Sophistication tempered with simplicity and receptivity are the key words.

Third, there are no formulas for social change. This course

does not pretend to suggest any. The intern need not be a sociologist to realize that social change is always purchased at a price. Thinking, imagination, and flexibility are certainly necessary in relating theory and practice and in gauging the consequences of purposive social action. Sometimes the intern has direct control and assumes responsibility for community projects. Most often, however, the control is indirect, but influential. In any case, the role of the intern is consequential.

Finally, the course deals not only with what the intern can give but also with what the intern can take in terms of both personal and professional endeavors. The imprint that the actions of the intern can leave in local history is as important as his/her growth as a person and as a professional. In the final analysis, that will be the true measure of a successful CBE program.

The present course should be considered a starting point, not an ultimate goal. In this respect, it is suggestive, not prescriptive. Much of the substance of this course comes from the following sources: (a) the expressed needs of the communities (determined through personal interviews, the work of our Community Coordinator, and the resolutions of community meetings), (b) the work done by the interns of the Seventh Cycle, (c) the collected experiences of some of the most successful Teacher Corps projects throughout the nation, and (d) much sociological thinking. Still, suggestions for continual improvement of the course, both in form and in content, are

encouraged. Constructive critiques are expected from the interns themselves.

The modules are to be completed in a student contractual basis. Student's contracts are determined by the Corpsmember's interests, skills and talents; the needs of the communities; the work already covered during the previous cycle; and the work that can be produced in the following two years.

The development of this course has been and should be a cooperative enterprise. Several persons have offered suggestions for its improvement since it appeared in outline form during the Summer of 1975. The critical eye and encouragement of Mr. Ramon Alaniz, Program Director; and Mr. Julio Madrigal, Associate Director, have been unfailing. The direct collaboration of our Community Coordinators, Mrs. Elena Diaz of Crystal City and Mrs. Raquel Trevino of Zapata, are recognized. The interns of the Seventh Cycle deserve the kind of credit that cannot be measured by purely academic standards for their persistence and response to the call of duty beyond formal requirements. The enthusiasm and efficiency of Mrs. Roberta Van Horn, Secretary to Teacher Corps, made possible the transfer of the original manuscript into the present form. Finally, the dedication, understanding, and encouragement of my wife, Matilde, made possible the crystallization of this small project.

L.S.B.

COMMUNITY-BASED EDUCATION

I. RATIONALE

The degree of success of the Teacher Corps program depends to a great extent upon the community's degree of positive reception of the goals and objectives of the program and its direct participation in the program activities. In turn, direct involvement of community members in projects of educational change depends upon the nature of the community, the motivation stimulated by grass-roots and institutional leaderships, and the work of the change-agent. It is true that the nature or social structure of the community determines what goes on in the school. It is also true that the school shapes the cultural outlook of the community.

The interaction between the school and the community is enhanced by the work of the Corpsmembers, the change-agents. It is as important for the interns to know the social structure and needs of the community as it is to know the techniques for the dissemination of educational innovations. This is so because the parents are the child's first teachers. Recognition of this fact entails the devising and mastering of methods of reaching and relating to parents and other community members and of finding and using community resources to achieve this end. Community members can become useful members of the school. One of the stated long-range goals of the program is to provide "assistance to the parents in becoming positive forces in the education of their children".

In depressed areas like the communities in Zapata County, however,

the work of the Corpsmembers takes on an added characteristic. Change in educational programs cannot be sustained without a minimum of social change in the community. Part of the instructional tasks of the interns should be geared to help the members of the community to cope successfully with not only educational problems but with problems of a physical (i.e., environmental, health), economic (i.e., unemployment, consumer education) and political (i.e., citizenship, civil rights) nature as well. The aim of this task is to generate activities of self-help, initiative, and overall community development. Specifically, the all-encompassing objective is for community members to continue the projects and activities initiated by Teacher Corps without the Corpsmembers' assistance.

The Community-Based Education component, then, refers to "activities which encourage, support and develop education activities beyond the regular school program. Such activities should be planned and undertaken with the active participation of parents and other community members." Direct community involvement at every stage in the planning and implementation of this component will be encouraged.

Training in Community-Based Education includes both academic and field work components. Three hours of graduate credit for instruction and practicum will be granted to the intern for satisfactory completion of the assigned tasks. It is expected that, on the average, the intern will dedicate at least six hours a week in community activities. The work of the Corpsmember will be gauged

in terms of team effort and in terms of individual endeavor. More important, the role of the intern as a change-agent will be judged by the imprint of his/her work in the community.

II. GOALS

The following statements express the general purpose of the Teachers Corps program in relation to community work. They refer to the intended action aimed to develop a sound Community-Based Education.

1. To increase interest and knowledge among parents about the education of their children.

2. To coordinate, encourage, and increase interpersonal contacts among parents, school personnel, and community service agents.

3. To mobilize school, university, and community resources to further the educational aims of the community.

4. To support existing community projects and to promote new ones that have a direct relevance to the educational and socioeconomic concerns of the community.

5. To respect and support the community's pride in its own culture and heritage.

6. To provide for the phasing out of the roles of the Corpsmembers and their gradual replacement by community members.

III. OBJECTIVES

The following statements refer to the kinds of concrete action expected from the interns as a result of their understanding the goals of the program, training in the basic techniques of Community-Based Education, and motivation to pursue their roles of change-agents. The objectives correspond with the above stated goals, and are grouped accordingly.

From Goal 1:

1. Organize an introductory meeting to acquaint parents and other community members with the overall aims of the Community-Based Education component. Community members will be asked to contribute ideas and experiences to improve the program.

2. In subsequent meetings, or through personal contacts, involve parents in school decisions affecting their children. That entails:
   a) to encourage the parents to visit and observe children during classroom work.
   b) To train the parents in the methods of helping their children with instructional activities.
   c) To create parent-school activities that promote understanding of the role, nature, and importance of education in the lives of their children.

3. Train a select group of interested parents in the role of teaching aides.

From Goal 2:

4. Conduct a survey to map the needs, priorities, resources, and indigenous leadership of the community. Use the information obtained to help plan community projects.

5. Help to establish greater communication channels between the schools, the families, and the community institutions and agencies, i.e., the community newspaper, home visits, parent-teacher conferences, adult education classes, recreational projects, etc.

6. Establish individual and group contacts with the personnel of community agencies and other existing programs in the city engaged in educational and social work. The aim is to facilitate cooperation, establish effective linkages, and avoid duplication of efforts in the pursuit of common goals.

7. Complement the children's learning needs with relevant community projects and activities.

From Goal 3:

8. Identify community needs as expressed by the community through the survey or through informal contacts. Become a friend to at least a dozen families in the community.

9. Help those community members in need to recognize and accept the opportunities in life that are made available through education, i.e., citizenship, protection of their rights, career development, etc.

10. Establish education programs for all age groups in the community, i.e., G.E.D., H.S. Equivalency, English classes, citizen classes, skills development, drop out prevention, etc. If necessary, organize Child Care Centers, where supervision and developmental activities for infants and pre-schoolers will be provided while their parents are attending classes.

From Goal 4:

11. Train community members on how to arrive at cooperative solutions of their problems. Instruct the people to expect conflicts in their common endeavors. Suggest ways to confront these conflicts and propose means toward their resolution.

12. Explain to community members the work of the institutions, agencies, programs, and projects operating in the community. Call attention to the functions these organizations perform, the kinds of services they offer, and how these can be used, in an individual or group bases, to better the educational and socio-economic aims of the people.

13. Construct a Community Service Directory and encourage the people to use it.

14. Encourage community projects and activities of self-development.

From Goal 5:

15. Devise the means to establish meaningful relationships with people of the barrios whose socioeconomic, language, and cultural backgrounds are different from both, middle-class standards of conduct and Anglo value system.

16. Learn the language of the barrios and show respect for the cultural and value differences of the people, in and out of school in relations with young and old, and in the evaluation of their performance to better themselves.

From Goal 6:

17. Train local volunteers to continue the work in the projects initiated by community agencies, Corpsmembers, the school, and those emerging out of grass-roots initiative. This training should be acceptable to the point where only occasional supervision is needed.

18. Assist community people to continually assume more responsibility in the implementation and evaluation of their own projects and those initiated by Corpsmembers.

19. Avoid making yourself indispensable in the process of social change.

20. Learn to work with the community not for the community.

COMMUNITY-BASED EDUCATION COURSE

Section IV

Modules

Strategies for Community Action

Reference System Designation: CBE-300.00 (TAIUL)

Program: Seventh Cycle South Texas Teacher Corps for Bilingual Teacher Education of Texas A&I University at Laredo, Laredo, Texas, and Zapata County Independent School District, Zapata, Texas

Component: Community-Based Education

Module Cluster: Orientation to Community

Developer: L.S. Berrios, Department of Sociology, Texas A&I University at Laredo, Laredo, Texas

Date and State of Development: Summer, 1973. The module cluster is an outgrowth of the experiences accumulated by the interns during the pre-service and two years in-service of community-based education activities.

Developer Comments: None

User Comments:

Modules Within Cluster:

CBE-300.01 (TAIUL): Demography of Zapata County
CBE-300.02 (TAIUL): Economy of Zapata County
CBE-300.03 (TAIUL): Short History of Zapata County
CBE-300.04 (TAIUL): Sociocultural Structures
CBE-300.05 (TAIUL): Political Structure
CBE-300.06 (TAIUL): Formal and Informal Institutions
CBE-300.07 (TAIUL): School-Community Relations

CBE-300.00 (TAIUL): Orientation to Community.

Module Cluster Rationale

The development of competencies on a first hand information about the community in which the Corpsmembers will be working is as important as the development of competencies on other components. Indeed, much of the meaning of the activities of the program derives from the assessment of the needs and priorities of the community, which in turn depends upon a basic knowledge of the sociocultural structure of the community. No action program is feasible without a minimum knowledge of the demography, economy, history, and sociocultural, political, and educational institutions of the community. Orientation to community life, then, constitutes the context along which Corpsmembers can map the needs, priorities, and resources of the community, a prerequisite for the introduction of educational innovations. The completion of these modules will enable the interns to help formulate realistic plans for long-range community involvement to programs of social change.

Module Cluster Objectives

1. The intern will identify the characteristics of the community in which he/she is working.

2. The intern will develop a familiarity with the community's institutions and sociocultural conditions, especially those pertaining to education.

5. The intern will develop the skills needed to assist school personnel and community members in the planning, development and implementation of community projects.

Model Cluster Prerequisites

Only those requirements necessary for entrance into the program stand as prerequisites to this module cluster.

CBE-300.01 (TAIUL): Demography of Zapata County

Objectives

After perusal of demographic data through local documents, interviews with long-time residents, and by numerous field trips, each intern will be able to locate specific points of interest, and communities on a map of Zapata County.

The intern will be able to write a general demographic overview of the county which includes insights into the geographic, economic, ethnic, and sociocultural aspects of the county.

Prerequisites

None.

Pre-Assessment

The pre-assessment will be informal. The purpose is to determine the needs of each intern as to his/her community knowledge. As a minimum, the intern will be able to describe and locate in a map of Zapata County the following points with ninety percent accuracy:

1. Describe the general geographical location of Zapata County.
2. Describe the climate, topography, and population density of Zapata County.
3. Describe the ethnic composition of Zapata County.
4. Locate six community services and name them.
5. Locate the following communities: Lopeño, Falcón, Ramiriño, Las Palmas, Escobas.
6. Locate three public recreational facilities in the city.

Learning Activities

1. Attend seminars with the Associate Director, the Community Coordinator, team leaders, community leaders, and school staff to provide orientation information.
2. Study the map and other vital statistics of Zapata County.
3. Take individual and team field-trips to the communities.
4. Confer with community leaders.
5. Visit stores, churches, community service agencies, recreational facilities, trailer counts, etc., to get a general feeling of the area.
6. Interview long-time residents of Zapata County.
7. Student option.

Post-Assessment

The intern will submit a report which includes a demographic overview of Zapata County and a detailed demographic description of one community. The Associate Director, the Community Coordinator, team leaders, and community residents will evaluate each report on the basis of insights gained about the geographic, ethnic composition, and sociocultural aspects of the city. The reports will be reviewed and discussed with each intern.

Remediation

Panel will assign any furthur activity deemed necessary for each intern.

CBE-300.02 (TAIUL): Economy of Zapata County

Objectives

The intern will be able to describe the economic situation of the locality and the region and its impact on the lives of the residents.

The intern will be able to describe the various types of housing and related facilities within the Communities of Zapata County.

Prerequisites

None.

Pre-Assessment

The student will give a general overview of the economy of the locality and of the county. Such rendering must include but not be restricted to the following:

1. Means of livelihood.
2. Manpower distribution in the county and percentages of employed and unemployed persons.
3. Patterns of seasonal work.
4. Percentage of landowners and renters.
5. Percentage of single and multiple dwellings.
6. Number of spaces in trailer courts.
7. Prospects for industrial growth in the area.
8. Patterns of seasonal population shift.

Learning Alternatives

1. Attend a seminar with team leaders; seminar is designed to orient the intern to the objectives, requirements, and activities of the module.
2. Arrange for individual and group visits to la labor (farms, ranches, and resort trailer parks) and interview managers, foremen and workers.
3. Interview heads of household about their economic concerns.
4. Read: a) South Texas Development Council Economic Manual, 1972.
   b) Civil Rights in Texas, A Report of the Texas Advisory Committee to the U.S. Commission on Civil Rights, Feb., 1970, P.22-44; 48-51.
5. Get information from social security and welfare agencies about the number of people on welfare, food stamp program, aid to dependent children, etc.
6. Visit the homes of residents in the various communities and take note on the type of construction, general state of repair, lot size, general aesthetic characteristics, and find out whether the residents own or rent the units. The purpose is to assess the quality of housing in the community to accompany quantitative (statistical) data.
7. Student option.

Post-Assessment

The intern will describe the means of livelihood, types of industry, patterns of seasonal work, and manpower distribution

in the area. The student will elaborate on the meaning of "Mexican Appalachia". The intern will describe the percentages of employed and unemployed persons in the area, and briefly describe the housing conditions in the various communities. The student will reproduce the percentages of persons on welfare. Based on current studies, the intern will comment on the prospects for industrialization in the area.

The quality of the descriptions will be assessed by the team leader. Alternate post-assessment available on a contractual basis with the Associate Director.

CBE-300.03 (TAIUL): Short History of Zapata County

Objectives

The intern will be able to describe, in general terms, the history of interethnic relations in the community, the development of community institutions and community programs, and the social condition of the migrant worker.

The intern will be able to identify patterns of interethnic conflict, accommodation, and integration in the community.

Pre-Assessment

The pre-assessment will be on an informal basis. A panel composed of the Associate Director, Community Coordinator, and team leaders will determine the amount of knowledge each intern has prior to commencing this assignment. On the basis of these individual conferences, each intern will know the areas he/she needs to cover in order to reach the objectives of this module.

Learning Alternatives

1. Attend a seminar with team leaders, community members, and community leaders; the seminar is designed to orient the intern to the objectives, requirements, and activities of the module.
2. Visit the high school library or Chamber of Commerce files, and studies done on the history of the community.
3. Read: a) Institute of Texan Cultures, The Mexican Texans, 1971, and The Spanish Texans, 1972.
   b) Carey McWilliams, North From Mexico, 1948.
   c) L. Grebler et al., The Mexican American People, 1970.

4. Attend lectures by guest speakers knowledgeable on the history of interethnic relations in the community and in the development of community programs.
5. Interview the leaders of public and private organizations in the community and trace the history of integration in these organizations.
6. Interview migrant workers with the purpose of comparing the treatment given to them in the past with the treatment given to them at the present time.
7. Student option.

Post-Assessment

Each intern will provide a written history of interethnic relations in Zapata County. Each intern will briefly describe the patterns of interethnic conflict, accommodation, and integration in the community. The intern will examine, in retrospect and prospect, the condition of the migrant worker.

A panel composed of the Associate Director, the Community Coordinator, and team leaders will question each intern and help him/her assimilate the information, while evaluating his/her effort.

Remediation

Panel will assign any activity deemed necessary in each case.

CBE-300.04 (TAIUL): Sociocultural Structure of Zapata County

Objectives

The intern will describe schematically the basic social institutions of the community: family composition, kinship system, compadrazgo, palomillas, and fraternal organizations.

The intern will identify the sources of social solidarity of the community as well as the life styles of identifiable sectors in the community.

The intern will briefly describe the enduring cultural conditions of the community, the expression of ethnic pride, and the perceived ideas of La Raza and Aztlán.

Prerequisites

None.

Pre-Assessment

The intern will describe in writing (in a closed test situation) the following social and cultural features of the community:

1. Basic family structure.
2. The kinship system.
3. The campadrazgo system.
4. Palomillas.
5. Fraternal organizations.
6. Life styles of social classes in the community.
7. Cultural traditions: religion, language, customs, festivities, rituals, beliefs, values, etc.
8. Manifestations of ethnic pride.
9. The meaning of La Raza and Aztlan.

The quality of the description will be assessed by the team leaders, the Associate Director and the Community Coordinator.

Learning Alternatives

1. Examine the words barrio, community, and ghetto in both the English and Spanish dictionaries.
2. Visit three families in the community (if possible selected on the basis of their socioeconomic position and representing the lower, middle, and upper-middle sectors) and observe their basic structure, the ramifications of the extended family, compadres, friends, and neighbors. Examine their life styles, overt expressions, and actual behavior.
4. Participate in the festivities of the community and try to find out any meaning attached to them.
5. Produce a list of the most popular songs, radio, and T.V. programs, and make a brief content analysis of them. The same technique could be applied to the most popular magazines, books, and other reading material.
6. Read: a) Arthur Rubel, Across the Tracks, 1966.
   b) Stan Steiner, La Raza, 1969.
   c) Ernest Galarza, Barrio Boy, 1971.
   d) Américo Paredes, With His Pistol in His Hand, 1972.
7. Design own activity.

Post-Assessment

The post-assessment will follow the same basic questionnaire purported for the pre-assessment.

The quality of the description will be assessed by the team leaders, the Associate Director and the Community Coordinator. Alternate post-assessment available on a contractual basis with the Associate Director.

CBE-300.05 (TAIUL): Political Structure of Zapata County

Objectives

Each intern shall demonstrate in writing general knowledge of the political structure at the state, regional, and local levels.

The intern shall demonstrate knowledge of the politics involved in local school problems and relate this knowledge to the wider political framework.

Prerequisites

None.

Pre-Assessment

A general essay type presentation will be required to assess the knowledge each intern demonstrates regarding this module. The Community Coordinator, community leaders, team leaders, and consultants familiar with the political situation at the state, region, local levels, will help.

Learning Alternatives

1. Attend seminars dealing with the content of this module.
2. Attend at least two school board meetings and take note of the following points:
   a) Who represents what institutions, communities, or interest groups.
   b) Ethnic composition of the board.
   c) Who seems to be attending meetings (audience).
   d) What percentage of time does the board deals with:
      (1) Business problems
      (2) Discussion of teaching techniques

(3) Racial and cultural problems within the community

(4) Other items on agenda.

3. Attend at least one county commissioners meeting.

4. Arrange to meet with community leaders to discuss problems of decision-making at the local level.

5. Attend meetings sponsored by local groups to hear legislators, state politicians, county commissioners, etc. discuss problems of the community.

6. Research written material pertaining to the relation of politics and education. Study the latest bills approved by the state legislature, like the Bilingual Education Act and Adult Education and determine their degree of implementation and implication to the locality's educational endeavors.

7. Read:

   a) Civil Rights in Texas, A Report of the Texas Advisory Committee to the U.S. Commission on civil Rights, Feb., 1970, pp. 14-21, 46-48.

   b) E. R. Stoddard, Mexican Americans, 1973.

   c) Antonio Camejo, ed. Documents of the Chicano Struggle, 1971. (Contains: "El Plan de Aztlan," and "Raza Unida Party Program.")

   d) G. Rivera, Jr., "Social Change in the Barrio: The Chicano Movement in South Texas," Aztlan, Fall, 1972.

   e) U.S. Commission on Civil Rights, Hearing, San Antonio, Texas, December 9-14, 1968, 1969.

8. Student option.

Post-Assessment

Each intern will demonstrate to the satisfaction of the panel a basic knowledge of the political decision-making process at the state, regional, and local levels. The intern shall demonstrate knowledge of the play of interest groups in the community, the rise of community political consciousness, and the emergence of grass-roots leadership. The intern will demonstrate how the political situation affects the educational efforts of the local people.

CBE-300.06 (TAIUL): Formal and Informal Institutions

Objectives

The intern will be able to describe the formal institutions (public and private agencies, centers, etc.) as well as programs and services of community development, and demonstrate in writing a knowledge of the objectives, roles, and functions of each.

The intern will be able to describe the various formal (commites, hermandades, asociaciones, etc.) and informal (groups, palomillas, etc.) organizations of the communities.

Prerequisites

None.

Pre-Assessment

1. The intern will list agencies which will consult with low-income families in the areas of:
   a) Housing
   b) Education
   c) Medical
   d) Legal
   e) Religion
   f) Recreation
2. List as many agencies as you can which relate to Teacher Corps.
3. Discuss the following information concerning three agencies:
   a) Name of Agency
   b) How funded
   c) Clientele served

d) Programs run

e) In what ways interns might be involved with each agency.

4. Discuss the objectives, purposes, and functions of the Legal Aid.

5. Describe the kinds of formal and informal organizations existing in the communities.

Learning Alternatives

1. Attend seminar with teams leaders, Associate Director and Community Coordinator; seminar is designed to orient the intern to the objectives, requirements, and activities of the module.

2. Visit at least three agencies and report in writing on how they serve a specific community need; carefully take note of the following:

   a) Name of agency

   b) How funded

   c) Clientele served

   d) Programs run

   e) Agency attitudes toward the community

   f) How interns might be involved with each agency.

3. Describe in writing the functions of the following agencies:

Housing Authority	Unemployment Office
Civic Center	Library
Urban Renewal	Mental Health
Legal Aid	Credit Union

4. Interview people in the community in order to find out to what extent the services offered by each agency are utilized.

5. On the basis of interviews to clients and agency officials, determine the attitudes of the agency toward the community, the community's attitudes toward the agency, and whether there is overlapping of services.
6. As a team activity, gather as much written material (pamphlets, fliers, etc.) as possible concerning the agencies that serve the community.
7. On the basis of interviews with the community residents, describe briefly, the kinds of grass-roots organizations, and the impact they have on community life. Determine to what extent these formal or informal organizations may help or hinder action programs.
8. Design own experience.

Post-Assessment

The intern will present a brief report on three of the community agencies, a brief description of his/her visit to three others, plus at least one informal organization he/she has been able to identify in the barrios, and be prepared to discuss any points deemed necessary by the panel. Alternate post-assessment available on a contractual basis with the Community Coordinator.

CBE-300.07 (TAIUL): School-Community Relations

Objectives

On the basis of the activities and knowledge obtained from the previous six modules, the intern will produce a synthesis that will express the ultimate goal--bring the school and the community closer together.

The intern will demonstrate his involvement and understanding of the school as a community enterprise. The intern will describe in writing the major effect of the Teacher Corps program on his/her school and demonstrate wide knowledge of all aspects of community problems related to his/her school.

Prerequisites

Satisfactory completion of all previous six modules of this module cluster.

Pre-Assessment

A discussion between each intern and his/her team leader, Associate Director, Community Coordinator, and school staff will determine the areas that he/she should concentrate on. The pre-assessment will consist of a series of brief reports. Each of the written reports will be evaluated by the panel.

Learning Alternatives

1. Attend a lecture conducted by the LEA, school administrator, or team leader on the formal and informal organization of the school.

2. Interview the principal, assistant principal, guidance counselor, resource reading teacher, school nurse, librarian, teacher-aides, school social worker, and clerks.
3. Interviews teachers, community leaders, and parents on the area of school-community relations.
4. Interview a minimum of six students and record their perceptions of what the school means to them.
5. Attend P.T.A. meetings and community meetings.
6. Meet and get to know as many residents of all ages as possible, and find out:
   a) What do they think of the schools.
   b) The degree of parental involvement in school activities.
   c) If the schools are receptive to the community programs.
   d) Reception by the community of extension programs (school-to-community).
7. Become familiar with curriculum guides and teacher's editions of the grade level or in the subject area in which you are teaching.
8. During meetings, and in informal gatherings (teacher lounge, cafeteria, yards) take note of the informal structures of the school.
9. Read: a) South Texas Reporter issues.
   b) Herschel Manuel, Spanish-Speaking Children of of the Southwest, 1965.
   c) Thomas Carter, Mexican Americans in School, 1970.
   d) Johnson & Hernandez, Educating the Mexican American, 1970.

e) Civil Rights in Texas, A Report of the Texas Advisory Committee to the U.S. Commission on Civil Rights, Feb. 1970, pp. 1-13; 45-46.

10. Assist with ongoing tutoring programs.
11. Volunteer services in local recreation centers.
12. Student option. The emphasis will be on the integration of the school and the community.

Post-Assessment

Learning about school-community relations is not limited to the pre-service phase of the program, but requires at least the whole of the two years process. However, the intern will be able to demonstrate during the pre-service and first year in-service his/her perception of the school-community relations. His/her written reports will be evaluated by the panel which will determine the degree of the intern's understanding of these relations and assess his/her degree of personal involvement in community action programs.

Remediation

Panel will assign any activity deemed necessary in each case.

Reference System Designation: CBE-301.00 (TAiUL)

Program: Seventh Cycle South Texas Teacher Corps for Biiingual Teacher Education of Texas A&I University at Laredo, Laredo, Texas, and Zapata County Independent School District, Zapata, Texas.

Component: Community-Based Education

Module: Community Needs Assessment

Developer: L. S. Berrios, Department of Sociology, Texas A&I University at Laredo, Laredo, Texas.

Date and State of Development: Summer of 1973. The module is an integral part of Section IV, "Strategies for Action," of the Community-Based Education course.

Developer Comments: None.

User Comments:

CBE-301.00 (TAIUL): Community Needs Assessment

Rationale

Once the goals and objectives of the Community-Based Education component have been identified and the intern is familiar with the basic elements and processes of community life, it becomes imperative to find out about the community basic needs in relation to education.

The educational experience is not limited to the daily teacher-student relationship in the classroom. The overall purpose of the Teacher Corps program is to stimulate and strengthen those aspects of the educational system and process existing outside the school building. The interaction and interdependence between school and community is enhanced by a clear identification of the community basic needs pertaining to education. The assessment of community needs is the necessary prerequisite for the planning and implementation of meaningful action programs.

Objectives

1. To provide an opportunity for corpsmembers to gain first-hand experience in the techniques of community needs assessment, as a basis for planning, administering, and evaluating community action programs related to education.

2. To help the intern determine the enhancing and hindering circumstances present before and during the development of community programs.

3. To help the intern synthesize into a plan the needs of the community.

Prerequisites

Satisfactory completion of Module Cluster CBE-300.00 (TAIUL): Orientation to Community

Pre-Assessment

Pre-assessment will consist of a paper-and-pencil test which includes all three objectives above. Competence will be certified at the ninety percent level.

Learning Alternatives

1. Attend a workshop with community leaders, team leaders, Associate Director, and Community Coordinator with the purpose of determining the basic strategies required by this module.

2. Weigh the pros and cons of the following methods of needs assessment:

   a) Formal methods: community meetings
      survey
      opinion of community leaders
      opinion of experts

   b) Informal methods: observation
      participant observation
      unstructured interviews
      content analysis of community publications

3. Specify the needs and problems determined by the community:

a) Expressed needs and problems:

Unemployment	Health Care (professional vs. curanderism)
Welfare	Mental health
Manpower training	Alcoholism
Crime rates	Drug addiction
Rehabilitation	Emigration of talent and leadership (brain drainage)
Consumer protection	Changing family mores
Nutrition education	Housing, etc.
Homes without fathers	
Problems of the aged	

b) Resources available: Employment agencies, vocational rehabilitation, cooperatives, Outreach Program, library, Model Cities, hospital, welfare agencies, social services by churches, professional associations, and clubs, etc.

c) Opportunities available

d) Physical facilities available: parks, schools, churches, social clubs, day care centers, library, etc.

e) Organizations operating in the community

f) Volunteers (sufficient or lacking).

4. Specify your perception of the community's needs and problems:

a) How the needs seen by the intern differ from those expressed by community members.

b) Give the reasons for this difference.

c) Specify the needs of the community as you perceive them.

d) Determine the grass-roots leadership available in the county.

5. With the use of formal and informal methods of needs assessment, synthesize into a coherent plan the needs of children, the needs of the school, and the needs of the community.

6. In the process of needs assessment, take note of the enhancing and hindering circumstances that are present before and during the execution of community projects. The investigation should concentrate in the following points:

   a) Analysis of the positive factors that could enhance the program's potential: degree of community motivation to solve its own problems, quality and quantity of resources available, amount of voluntary service to assist in the administration of the projects, securing of specific talents and skills, suggestions for improvement of the projects, etc.

   b) Analysis of institutions, interest groups, and individuals that represent, intendedly or unintendedly, deterring factors to development of projects.

   c) Quantity and quality of local and outside assistance.

7. Read:

   a) Our Teacher Corps Proposal.

   b) National Teacher Corps, Developing A Volunteer Teacher Corps, 1970.

   c) Project Fine, La Junta, Colorado, The Home-School Representatives Handbook, 1971.

d) Texas Migrant Educational Development Center, Handbook for a Parent-School-Community Involvement Program, 1971.

Post-Assessment

Post-Assessment will consist of a paper-and-pencil test which includes all three objectives above. Competence will be certified at the ninety percent level.

Reference System Designation: CBE-302.00 (TAIUL)

Program: Seventh Cycle South Texas Teacher Corps for Bilingual Teacher Education of Texas A&I University at Laredo; Laredo, Texas, and Zapata County Independent School District; Zapata, Texas.

Component: Community-Based Education

Module: Determining Community Priorities

Developer: L.S. Berrios, Department of Sociology, Texas A&I University at Laredo; Laredo, Texas.

Date and State of Completion: Summer, 1973. The module is an integral part of Section IV, "Strategies for Action", of the Community-Based Education course.

Developer Comments: None

User Comments:

CBE-302.00 (TAIUL): Determining Community Priorities

Rationale

Limitations of time, funds, and personnel force a highly motivated group of community people to focus their efforts into what is most important and feasible. The ranking order of goals and objectives is not only determined by what the community perceives as most important, but also by a reasonable expectation of their fulfillment.

Objectives

The intern will demonstrate ability to use methods that aim at determining community priorities.

The intern will demonstrate ability to identify the criteria for the setting of goals and objectives.

The intern will be able to identify favorable and unfavorable factors in the determination of priorities.

Prerequisites

Satisfactory completion of module cluster CBE-300.00 (TAIUL): Orientation to Community, and module CBE-301.00 (TAIUL): Community Needs Assessment.

Pre-Assessment

Pre-assessment will consist of each intern submitting his/her ranking order of perceived community needs. Competence will be certified at the ninety percent level.

Learning Alternatives

1. Attend workshops with community residents, community leaders, experts on community affairs, team leaders, Associate Director, and Community Coordinator and apply the following methods to determine community priorities:

   a) Rap sessions
   b) Brainstorming
   c) Reports
   d) Interviews
   e) Discussion of survey results

2. In the determination of priorities, distinguish between:

   a) Those objectives for which you take full responsibility.
   b) Those over which you would like to exert some influence, but due to other factors you have no control over them.

3. Develop own criteria for the setting of goals and objectives. As a guide, consider the following questions:

   a) Is this an important goal?
   b) Can you justify it?
   c) Can it be successfully achieved?
   d) Who was involved in its development?
   e) To what extend were they involved?
   f) How can you determine when the goal has been achieved?
   g) Are the goals generally agreed upon by participants?
   h) Does the goal meet an important need in the community?
   i) Is the written statement clear?

4. Analyze the favorable and unfavorable factors involved in

the determination of priorities:

a) Degree of importance of the goal, objective, or activity

b) Contribution to the general aims of the program

c) Cost

d) Time

e) Feasibility

f) Undesirable side effects.

5. Read:

a) National Teacher Corps, Developing a Volunteer Teacher Corps, 1970.

b) Texas Migrant Eduational Development Center, Handbook for a Parent-School-Community Involvement Program, 1971.

Post-Assessment

Post-assessment will consist of each intern submitting a ranking order of community needs as perceived by community members. The intern will be able to evaluate the degree of importance, feasibility, and undesirable side effects of the activity.

Reference System Designation: CBE-303.00 (TAIUL)

Program: Seventh Cycle South Texas Teacher Corps for Bilingual Teacher Education of Texas A&I University at Laredo; Laredo, Texas, and Zapata County Independent School District; Zapata, Texas.

Component: Community-Based Education

Module: Locating and Using Community Resources

Developer: L.S. Berrios, Department of Sociology, Texas A&I University at Laredo; Laredo, Texas.

Date and State of Development: Summer, 1973. The module is an integral part of Section IV. "Strategies for Action", of the Community-Based Education course.

Developer Comments: None

User Comments:

CBE-303.00 (TAIUL): Locating and Using Community Resources

Rationale

Resources needed for community action programs are not always located nor available in established community institutions. Very often resources are available in the community but their value have not been recognized. It becomes necessary to develop techniques that help to identify and put into good use actual and potential resources.

Objectives

The intern will be able to identify those established resources that have a direct bearing on community programs.

The intern will demonstrate ability to identify unestablished resources in the community.

The intern will develop an action plan for a community project and demonstrate ability to use resources in the most efficient way.

Prerequisites

Satisfactory completion of module cluster CBE-300.00 (TAIUL), modules CBE-301.00 (TAIUL), and CBE-302.00 (TAIUL).

Pre-Assessment

A short test to determine the intern's familiarity with community institutions, programs, projects, etc. Competence will be certified at the ninety percent level.

Learning Alternatives

1. Contact community agencies and find out about availability of established resources for community action programs.
2. Contact key leaders in the community and find out about actual and potential resources for your project of community development.
3. Contact parents, school personnel, and county residents for information leading to the location of established and unestablished resources for your action program.
4. Identify actual and potential leaders in the county.
5. Assess the availability, focus of interest, and effectiveness of community projects initiated by:
   a) Community agencies
   b) Volunteer organizations
   c) Religious groups
   d) Parents
6. Visit at least three of the following institutions, resources, organizations, or programs, and inquire about the kind of help they can provide for your community project:

Schools	County Court House	Employment office
Churches	Newspapers	Mental Health
Housing Authority	Urban Renewal	Credit Union
County Police	Legal Aid	Banks
Parks	Boy Scouts	Swimming Pool
Civic Center	Library	Social Clubs
Voter Registration	County Extension Agent	

7. Survey the feelings of the community about the adequacy of such services.
8. Study the reasons as to why some programs have been successful while others have failed.

9. As a team project, update the Community Services Directory.
10. During the development of your community project, work under the principle that "most people have something to offer others." Resources are not limited to physical facilities, funds materials, expertise, etc. The most important factor is people. Often a community-wide activity requires individuals that can offer ideas, drive a car, make signs or posters, help decorate, be in charge of the day care center, raise funds, arrange for facilities, run errands, serve as an interpreter, teach his own skills to others, etc. In many instances, simple moral support is enough.
11. Coordinate with the institutions, agencies, or individuals that are helping your community project. Try to avoid the duplication of efforts. Follow-up the contacts; keep checking on your resource agencies and persons. Most of important of all--Show appreciation, just by sending a letter, phone call, or personal contact.

Post-Assessment

Throughout the two-year period, the panel with evaluate the intern's ability to locate and use established and unestablished resources for community projects.

Reference System Designation: CBE-304.00 (TAIUL)

Program: Seventh Cycle South Texas Teacher Corps for Bilingual Teacher Education of Texas A&I University at Laredo, Laredo, Texas, and Zapata County Independent School District, Zapata, Texas.

Component: Community-Based Education

Module: Methods for the Development of Community Projects

Developer: L.S. Berrios, Department of Sociology, Texas A&I University at Laredo, Laredo, Texas.

Date and State of Development: Summer, 1973. The module is an integral part of Section IV, "Strategies for Action," of the Community-Based Education course.

Developer Comments: This module reflects the practical aspect of the CBE course. It attempts to put into concrete action what has been mastered in the previous modules. Given the nature of the module, it can be accomplished concurrently with the other modules of this course.

User Comments:

CBE-304.00 (TAIUL): Methods for the Development of Community Projects

Rationale:

This module reflects the overall concern of the Community-Based Education course--to encourage the community to develop its own potential for self-improvement.

Although most community residents are motivated to solve their own social problems, some of them are not able to articulate this motivation for self-improvement or to translate it into concrete action. It is incumbent upon the change-agent, the intern, to prepare the groundwork for the first steps.

Objective

The intern will become involved in providing long-term service for the community.

Prerequisites

Concurrent work with module cluster CBE-300.00 (TAIUL), and modules CBE-301.00 (TAIUL), CBE-302.00 (TAIUL) and CBE-303.00 (TAIUL).

Pre-Assessment

There is no pre-assessment for this module.

Learning Alternatives

1. During the two-year period, the intern may experience most of the following activities:
   a) Volunteer services for a community agency, center, program, or project.
   b) Help to organize a new service for the community.
   c) Confer with community leaders.

d) Write a tentative proposal for a community group.

e) Attend parent-teachers conferences regularly.
Attend school-community affairs regularly.

f) Determine which community organizations have succeeded and the reasons for their success.

g) Design your own form of involvement.

2. In the organization of any new service, program, or project in the community, consider the following questions:

a) What is to be accomplished?

b) Why it is to be accomplished?

c) When is it to be accomplished?

d) Who will be involved in accomplishing it?

e) Which accomplishments are more important?

f) How will it be accomplished?

g) With what means and resources?

h) How much will it cost?

i) For the benefit of whom?

j) How to evaluate it?

K) What is your role?

3. The following categories will help in the planning of new action programs in the community:

a) Present a rationale.

b) Conduct a needs assessment.

c) Determine priorities.

d) Establish program goals.

e) Develop program objectives.

f) Consider school and/or community resources.

g) Specify the role of persons involved.

h) Decide and implement program activities.

i) Provide for ways of evaluation.

j) Take corrective action.

k) Encourage and provide for self-sufficiency.

4. The following community projects were undertaken by the Corpsmembers during the first year in-service:

Library	Supper Program
Adult Education	Tennis Clinic
Citizenship Classes	Boy Scouts
Legal Aid	Explorers
Housing Authority	Girl Scouts
Mental Health Out-Reach Prog.	Swimming Project
Municipal Court	H.S. Dance, Music & Choir
Neighborhood Center	School Safety Patrol
Research for City	Gym H.S. Basket Ball
Voter Registration	Health Education
	Youth Counseling

Present a brief report analyzing the pros and cons of the project and your role in it, along with your recommendations.

5. The following community projects are suggested for the second year in-service:

Community survey	Consumer Education
Library	Health Education
Adult Education	Citizenship Classes
Community Service Directory	Parent-Aides Training

Briefly comment on the feasibility of these projects, the inclusion of new ones, and recommendations for the development of better community action projects.

6. Read:

   a) National Teacher Corps. Developing a Volunteer Teacher Corps, 1970.

   b) Texas Migrant Educational Development Center, Handbook for a Parent-School-Community Involvement Program, 1971.

   c) Biddle and Biddle, Encouraging Community Development, 1968.

   d) W. Ron Jones, ed. Finding Community--A Guide to Community Research and Action, 1971.

Post-Assessment

During the two-year period, the panel will regularly evaluate the intern's participation in and commitment to community service and will provide the intern with feedback in this respect.

Reference System Designation: CBE-305.00 (TAIUL)

Program: Seventh Cycle South Texas Teacher Corps for Bilingual Teacher Education of Texas A&I University at Laredo, Laredo, Texas, and Zapata County Independent School District, Zapata, Texas.

Component: Community-Based Education

Module: Evaluation of Community Projects

Developer: L.S. Berrios, Department of Sociology, Texas A&I University at Laredo, Laredo, Texas

Date and State of Development: Summer, 1973. The module is an integral part of Section IV, "Strategies for Action," of the Community-Based Education course.

Developer Comments: None.

User Comments:

CBE-305.00 (TAIUL): Evaluation of Community Projects

Rationale

Although evaluation of community projects goes before, during, and after an activity, it is necessary to work on this process on its own right, if only to focus our attention to its demands and implications--mainly, to gauge the progress of community projects, to bring corrective action, to improve their results, and to capitalize from the experience.

Objectives

The intern will demonstrate competency in the evaluation of community projects.

The intern will encourage community members in the self-evaluation of their own projects and activities.

Prerequisites

Concurrent work with module cluster CBE 300.00 (TAIUL) and modules CBE-301.00 (TAIUL), CBE-302.00 (TAIUL), CBE-303.00 (TAIUL) and CBE-304.00 (TAIUL).

Pre-Assessment

There is no pre-assessment for this module.

Learning Alternatives

1. Consider the following stages in the development of new community projects with the purpose of evaluating each state:

   a) Exploratory Stage: Observation
      Making contacts with the people
      Collecting information
      Interviewing the leaders

b) Discussion Stage: Encouragement of group discussions
Examination of alternative ideas
Setting up of a concrete program

c) Organizational Stage: Formation of committees
Formal election of leaders
Regular meetings

d) Activity Stage: Encouragement of cooperation
Presenting organizational know-how

e) Evaluation Stage: Encouragement of self-criticism of the people's ideas and activities

Encouragement of rotation of members in leadership roles

Provisions for self-sufficiency.

These stages are interrelated and they do not necessarily come in sequence. Most often, they occur simultaneously.

2. In regard to the role performance of the persons involved in the community project, consider the following questions:

a) Which activities were best in the opinion of the participants?

b) In what respect are these activities of value to the community?

c) Did the projects have long-range as well as short-term effects?

d) What are the comments of the participants with regard to the performance of the leaders?

e) What is the opinion of the leaders about the project?

f) Have the participants been able to command the attention of the community about the project?

g) In what kinds of education-related activities have the parents and other community residents participated?

h) Have the teachers noticed differences in outlook on the part of their students (i.e., aspirations, personality, emotions, etc.)?

i) Have the parents become aware of improvements in their children's behavior and school performance?

j) What have the community members done to improve their education?

k) What have they done to teach their children at home?

3. In regard to the interaction of the intern and the members of the community, consider the following questions:

a) To what extent did community agencies enter into the Community-Based Education program?

b) What efforts between agencies were combined?

c) What is the perceived degree of social change in the community as a result of the project?

d) What has been the contribution of the institutional leadership? What has been the contribution of the grass-roots leadership?

e) What is the perceived degree of self-sufficiency in the administration of community projects?

These are some of the questions that could serve as a guide for the evaluation of community projects. See the Appendix Section.

The Monthly Reports, Parts I and II, provide for additional clues for the evaluation of community projects.

4. Design your own questions.
5. Encourage community members participating in the projects to consider self-evaluation of their own activities.
6. Read:
   a) Texas Migrant Educational Development Center Handbook for a Parent-School-Community Involvement Program, 1971.
   b) Biddle and Biddle, Encouraging Community Development, 1968.

Post-Assessment

During the two-year period, the panel will gauge the intern's ability to evaluate community projects and will provide the intern with feedback in this regard.

V. EVALUATION OF COMMUNITY-BASED EDUCATION

The work of the intern in relation to this component will be judged according to the following categories:

A. Instructional Skills:

a) Analysis of research materials

b) Problem definition

c) Making connections between theory and practice

d) Information-gathering competence

B. Problem Solving Skills:

a) Screen information

b) Identify a problem

c) Bring rescources together to work toward a solution

d) Distinguish between tasks that should be performed by the experts, the community volunteers, and the interns

e) Show persistence and patience in information gathering

f) Know the community and culture

g) Learn the capacities of the problem-solver versus the dimensions of the problem

h) Use of conceptual tools to generalize community problems quickly

i) Size up a situation and place it in a workable context

j) Learn the complexity of bureauratic organizations

C. Interpersonal Skills:

a) Establish relationships with people

b) Ability to work with others without an overbearing attitude of superiority

c) Ability to listen

d) Ability to be open to new information

e) Knowledge of local folklore

f) Ability to work in teams

D. Personal Autonomy (For Self-Evaluation)

a) Ability for independent action

b) Capacity for self-discipline

c) Ability to become self-motivated

d) Capacity for future orientation

e) Ability to take immense responsibilities

APPENDIX

Community-Baseed Education

D A I L Y L O G

Corpsmember Name: _____

Date	Major Event	Places Visited	People Met	Needs and Resources Identified	Objectives Pursued

COMMUNITY-BASED EDUCATION

MONTHLY REPORT--Part I

Date: _____ Corpsmember Name: _____

Part I: Quantitative Aspects

1. Number of families contacted this month _____
2. Number of community leaders contacted this month _____
3. Number of resource agencies contacted this month _____
4. Number of persons referred to resource agencies _____
5. Number of children referred to school auxiliary personnel _____
6. Number of monthly activities:
   a) Home activities (Number of parents participating _____
   b) School activities (Number of parents, teachers, and students participating) _____
   c) Number of community activities (Name the activity and number of persons participating) _____
      (1) _____
      (2) _____
      (3) _____
      (4) _____
   d) Parent-Volunteer activities (Number of parents and volunteers participating) _____
   e) Parent-Teacher Conferences _____

Evaluator Comments:

COMMUNITY-BASED EDUCATION

MONTHLY REPORT--Part II

Date: _____ Corpsmember Name: _____

Part II: Qualitative Aspects

The following categories would serve the intern as guidelines for the self-evaluation of monthly activities:

1. List the major event(s) of the month. Make reference to time, place, and purpose of the event or activity.
2. Define your own role in the activity (i.e., planner, developer, trainer, supervisor, consultant, leader, executive, etc.)
3. List the objectives or expected outcomes of the activity.
4. Make a diagnosis of the situation if you plan to engage in future activities. Take account of the following:

   a) The kind and amount of information you have.
   b) The quality and amount of resources you count on.
   c) The kind of strategies you plan to develop.

5. List the persons responsible for the event.
6. List the people or group involved in the event.
7. Give (or estimate) the date of completion of the activity.
8. Analyze whether the objectives were met.
9. Analyze the changes taking place.
10. List the conclusions you derive from your involvement in this activity.
11. Make provisions for follow-up study of the situation.
12. List your recommendations.

Evaluator Comments:

TEACHER CORPS
LEVELS OF COMMUNITY INVOLVEMENT
PROJECTED TIME-TABLE*

	LEVEL 0 (undefined)	LEVEL 1 (Minimal)	LEVEL 2 (Necessary)		LEVEL 3 (Optimal)
TIME LINE	1974 Pre-Service	First year-first semester	First year-second semester	Intervening Summer	Second year 1976
OBJECTIVE	To provide interns an understanding of the community.	To provide interns an understanding of and an opportunity to offer a service to the community.	To systematically involve interns in team activities which will lead to organizing the school and community oriented concerns.		To totally involve the school and community in the planning, implementing and supervising of projects which meet the educational needs of the community.
CONCEPT	No real planning. Intern should become acquainted with persons, agencies, services in community and develop an understanding of community. No community participation. Complete community preservice component.	Individual involvement with focus on service activities for child in on-going programs with little attempt to involve parents. Intern is solely a manpower source. Planning is required; little community participation. Emphasis is on identifying persons for involvement in Levels 2 and 3.	Primarily team involvement, but can still be child-centered. Structure enables and requires community participation. Intern serves in leadership role with parents taking some responsibility for designing, planning and operating the project. Community parcipation in all aspects of planning is essential.	Individual and/or Team Projects	Parents, community and regular school staff meet and work together in assisting community to focus on its educational needs. Intern serves as catalyst. The school becomes a center for the neighborhood it serves. Extensive planning is required. Intern builds parent involvement into his classroom activities. Projects developed so they'll continue after Teacher Corps School becomes integral part of over-all educational program for the community.
EXAMPLES OF INVOLVEMENT	Attending meetings, visiting homes, neighborhoods, agencies, etc.	Tutoring in existing programs, recreation projects, clubs (during and after school day), any on-going educational program.	Organizing parents to develop: cross-age tutoring projects, parent groups, recreational activities, arts programs, child interest & skill development projects, parent volunteers in school, etc.		Early childhood stimulation programs in community; learning activities at home for pre-schoolers; parental participation in all aspects of the school; etc.

* Adapted from Orientation to Community, Oklahoma Consortium for Urban Teacher Education, 1971.

COMMUNITY-BASED EDUCATION

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